

# LHS ELA 12 Unit 1

Content Area: **ELA**  
Course(s):  
Time Period: **MP1**  
Length:  
Status: **Published**

## Unit Overview

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**Theme:** The Limits of Free Will

**Benchmark Text Focus:** Literature

**Anchor Text:** Macbeth

**Writing Genre Focus:** Narrative

[Benchmark & Answer Key](#)

## Targeted ELA Standards

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Add the appropriate **NJSLS ELA** standards with which this unit aligns. This is done by clicking "actions" and then "add standards".

ELA.L.SS.11–12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.KL.11–12.2	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
ELA.L.VL.11–12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
ELA.L.VI.11–12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
ELA.RL.CR.11–12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
ELA.RI.CR.11–12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational

text says explicitly and inferentially, as well as interpretations of the text.

- ELA.RL.CI.11–12.2 Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
- ELA.RI.CI.11–12.2 Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
- ELA.RL.IT.11–12.3 Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- ELA.RI.IT.11–12.3 Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
- ELA.RL.TS.11–12.4 Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.
- ELA.RL.PP.11–12.5 Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
- ELA.W.NW.11–12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- ELA.W.WP.11–12.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- ELA.W.RW.11–12.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
- ELA.SL.PE.11–12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- ELA.SL.II.11–12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- ELA.SL.ES.11–12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- ELA.SL.AS.11–12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

## Weekly Structure

Day One		Day Two		Day Three		Day Four		Day Five		Day Six	
Reading Focus		Reading Focus		Reading Focus		Reading Focus		Reading Focus		Reading Focus	
Acti vity	Sugge sted	Activity	Sugge sted	Acti vity	Sugge sted	Activity	Sugge sted	Acti vity	Sugge sted	Activity	Sugge sted

	<b>Time</b>		<b>Time</b>		<b>Time</b>		<b>Time</b>		<b>Time</b>		<b>Time</b>
Do Now	10 minutes	Mini-lesson review/recap	10 minutes	Do Now	10 minutes	Mini-lesson review/recap	10 minutes	Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes	Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes	Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes
Practice (We Do)	17 minutes	Closure	7 minutes	Practice (We Do)	17 minutes	Closure	7 minutes	Practice (We Do)	17 minutes	Closure	7 minutes

Day Seven		Day Eight		Day Nine		Day Ten	
Writing Focus				Writing Focus			
Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time
Do Now	10 minutes	Mini-lesson review/recap	10 minutes	Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-lesson (I Do)	20 minutes	Individual Conferences (You Do)	30 minutes	Mini-lesson (I Do)	20 minutes	Individual Conferences (You Do)	30 minutes
Practice (We Do)	17 minutes	Closure	7 minutes	Practice (We Do)	17 minutes	Closure	7 minutes

## Rationale

The works of William Shakespeare are cornerstones of English literature, offering profound insights into human nature and society. Starting the school year with Macbeth provides 12th graders with an opportunity to engage deeply with themes of ambition, power, free will and morality, all of which are highly relevant as students prepare for their own transitions into adulthood and future endeavors.

The writing focus on narrative allows students to engage with story structure armed with the Shakespearian skills of utilizing stage direction, dialogue monologue, breaking the "fourth wall", and tempo/rhythm.

The benchmark focuses on a grade-level text that assesses the major standards addressed in the unit. The writing task asks students to write a narrative which is inline with the instruction on narrative in the unit.

## Enduring Understandings

Content Specific	Skills Specific
<ul style="list-style-type: none"><li>• Read and understand Elizabethan English</li><li>• Read and understand stage directions</li><li>• Read and understand tone of the text</li><li>• The time period when these plays were written, their popularity, their meaning, and their settings importance</li><li>• Shakespeare's influence on modern storytelling</li><li>• Words and phrases we use today that Shakespeare coined</li></ul>	<ul style="list-style-type: none"><li>• Read and understand Elizabethan English</li><li>• Following stage directions, characters, scenes and acts in a play</li><li>• Read a play vs. watching a play; differences and similarities</li><li>• Follow the action and characterization in a play vs. other narrative forms</li></ul>

## Essential Questions

Content Specific	Skills Specific
<ul style="list-style-type: none"><li>• Why do we still study Shakespeare almost 500 years after it was written?</li><li>• How did Shakespeare influence modern storytelling?</li><li>• How did historical context influence Shakespeare's writing?</li></ul>	<ul style="list-style-type: none"><li>• What are the key words and phrases in Elizabethan English?</li><li>• What does a good reader do when they don't understand the text?</li><li>• What does a spectator do when they do not understand the plot of a play or movie they are watching?</li></ul>

## Key Resources

Macbeth by Shakespeare (No Fear Shakespeare)

Macbeth - Folger Library / RSC

## Supplementary Resources

Informational texts from district-approved resources.

[Folger Shakespeare Library](#)

[Additional district-approved secondary ELA instructional resource list](#)

[Warm-Up Activities to Engage Students Before They Read Nonfiction Texts](#)

**Skills, Content, Activity, Assessment**

Month	Weeks	Standards	Suggested Learning Targets	Mini-Lesson Skills	Suggested Student Centered Activities	Resources	Assessment
September	1-2	SL.PE.11–12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own	<p>SWBAT demonstrate 12th grade policies and procedures.</p> <p>SWBAT identify the norms of a group or partnership.</p> <p>SWBAT demonstrate the procedures and</p>	<ul style="list-style-type: none"> <li>• Getting to Know You</li> <li>• Classroom Procedures &amp; Expectations (relationship building, Instructional Workshop Model, group work, turn &amp; talk procedures, etc.)</li> <li>• Reading Pre-assessmen</li> </ul>			<ul style="list-style-type: none"> <li>• LinkIt! pre-assessment - reading</li> </ul>

	<p>clearly and persuasively .</p> <p>L.KL.11–12.2 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>SL.AS.11–12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>expectations of a student-centered activity.</p> <p>SWBAT demonstrate their knowledge of reading by taking a pre-assessment.</p>	t			
	<p>SL.PE.11–12.1 Initiate and participate effectively in a range of</p>	<p>SWBAT demonstrate 12th grade policies and procedure</p>	<ul style="list-style-type: none"> <li>• Getting to Know You</li> <li>• Classroom Procedures &amp;</li> </ul>		<ul style="list-style-type: none"> <li>• Narrative Writing Pre-Assessment</li> <li>• <a href="#">Narrat</a></li> </ul>	<ul style="list-style-type: none"> <li>• Narrative writing pre-assessment</li> </ul>

	<p>collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>W.NW.11–12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.RW.11–12.7 Write routinely over extended time frames (time for research, reflection,</p>	<p>s.</p> <p>SWBAT identify the characteristics of a good reader.</p> <p>SWBAT demonstrate their knowledge of narrative writing by taking a pre-assessment.</p>	<p>Expectations (choosing "just right" books, when to abandon a book, how to "book talk", etc.)</p> <ul style="list-style-type: none"> <li>• Writing Pre-assessment</li> </ul>		<p><a href="#">ive Rubric</a></p>	
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		and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.					
3-4	<p>L.VL.11–12.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>L.VI.11–12.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including</p>	<p>SWBAT explain the meaning of a word, sentence, or paragraph by analyzing its context.</p> <p>SWBAT analyze the impact of specific word choices on meaning and tone.</p> <p>SWBAT identify figures of speech in a text and explain their meanings and effects.</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Derive meaning of unknown words from sentences, paragraphs, or texts</li> <li>• Impact of specific word choice</li> <li>• Interpretation of figures of speech (hyperbole, paradox)</li> </ul> <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Brainstorming (character development and POV)</li> <li>• Brainstorming (multiple plot lines)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">LHS Suggested Formative Reading Assessments</a></li> </ul>		

	<p>connotative meanings.</p> <p>W.NW.11–12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.WP.11–12.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencin</p>	<p>SWBAT organize the character development, plot events, and the point of view to write their narrative story.</p>				
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		g); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.				
	RL.CR.11–12.1 Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.	SWBAT accurately cite several pieces of textual evidence to support their analysis.  SWBAT provide interpretations of both explicit and implicit meanings found in the text.  SWBAT make at least two relevant connections between textual	Reading Mini-lessons: <ul style="list-style-type: none"> <li>• Accurately citing several pieces of textual evidence</li> <li>• Interpreting explicit and inferential meanings</li> <li>• Relevant connections to support analysis</li> </ul> Writing Mini-lessons: <ul style="list-style-type: none"> <li>• Exemplar vs. non-exemplar</li> <li>• Engaging and orienting the reader</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">LHS Suggested Formative Reading Assessments</a></li> </ul>

		<p>RI.CR.11–12.1 Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p>W.NW.11–12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.WP.11–12.4</p>	<p>evidence and their analysis.</p> <p>SWBAT identify characteristics of a narrative exemplar.</p> <p>SWBAT construct an engaging hook by setting up a problem and establishing a point of view for their narrative.</p>				
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		Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.					
October	1-2	RL.CI.11–12.2 Determine two or more themes of a literary text and analyze how they	SWBAT identify and articulate one or more themes present in	Reading Mini-lessons: <ul style="list-style-type: none"> <li>Identify one or more themes in a text</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">LHS ELA Instructional Workshop Model Suggest</a></li> </ul>		<ul style="list-style-type: none"> <li><a href="#">LHS Suggested Formative Reading Assess</a></li> </ul>

	<p>are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.</p> <p>RI.CI.11–12.2 Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of</p>	<p>a literary text.</p> <p>SWBAT analyze how each theme is developed and refined throughout a text.</p> <p>SWBAT evaluate how the identified themes interact and build on one another.</p> <p>SWBAT utilize multiple plot lines and sequence of events to build the tone to enhance their narrative.</p> <p>SWBAT revise their writing by adding effective</p>	<ul style="list-style-type: none"> <li>• Development and change of the theme throughout the text</li> <li>• Interactions between multiple themes</li> </ul> <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Narrative techniques: multiple plot lines (including sequence of events that build toward a specific tone or outcome)</li> <li>• Narrative techniques: dialogue</li> </ul>	<p><a href="#">ted</a> <a href="#">Activit</a> <a href="#">ies/Gro</a> <a href="#">ups</a></p>		<p><a href="#">ments</a></p>
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		<p>the text.</p> <p>W.NW.11–12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.WP.11–12.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or</p>	<p>dialogue.</p>				
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		consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.				
	<p>RL.CI.11–12.2 Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.</p> <p>RI.CI.11–12.2 Determine two or more central ideas of an</p>	<p>SWBAT identify the best objective summary for a text.</p> <p>SWBAT write an objective summary of a text.</p> <p>SWBAT analyze how an author's decisions shape the narrative by examining the setting and sequence of events.</p> <p>SWBAT</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Identifying an objective summary</li> <li>• Writing a summary of a text without personal bias (objective summary)</li> <li>• Importance of author's decisions (setting &amp; sequence)</li> </ul> <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Narrative techniques: pacing &amp; transitions</li> <li>• Narrative technique</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">LHS Suggested Formative Reading Assessments</a></li> </ul>	

	<p>informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.</p> <p>RL.IT.11–12.3 Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters</p>	<p>use pacing and effective transitions to develop their characters and plot events.</p> <p>SWBAT choose precise words and sensory details to enhance their narrative story.</p>	<p>s: description, sensory details, and word choice</p>			
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are introduced and developed).

RI.IT.11–12.3 Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

W.NW.11–12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

	<p>W.WP.11–12.4          Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p>					
3-4	<p>RI.IT.11–12.3          Analyze the impact of an author's choices as</p>	<p>SWBAT analyze how an author's decisions shape the</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Importance of author's</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">LHS ELA Instructional Workshop</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">LHS Suggested Formative Reading</a></li> </ul>

	<p>they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.</p> <p>W.NW.11–12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>RL.TS.11–12.4 Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice</p>	<p>narrative by examining the action and character development.</p> <p>SWBAT assess how the structure of a text shapes its overall meaning and aesthetic impact.</p> <p>SWBAT analyze how the choice of where to begin a story affects the reader's engagement and understanding.</p> <p>SWBAT use reflection to develop their characters and plot</p>	<p>decisions (action &amp; characterization)</p> <ul style="list-style-type: none"> <li>• Understanding of narrative structures</li> <li>• Impact of beginning and ending on a story</li> </ul> <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Narrative techniques: reflection (internal thinking)</li> <li>• Reflective conclusions</li> </ul>	<p><a href="#">Model Suggested Activities/Groups</a></p>	<p><a href="#">ng Assessments</a></p>
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	<p>of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.</p> <p>W.NW.11–12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.WP.11–12.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new</p>	<p>events.</p> <p>SWBAT provide a reflective conclusion that ties together their narrative's experiences or observation.</p>				
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	<p>approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p>					
	<p>L.SS.11–12.1 Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>RL.PP.11–12.5 Evaluate perspectives</p>	<p>SWBAT analyze two texts related to a common topic to identify differing perspectives.</p> <p>SWBAT justify their chosen viewpoint</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Different perspectives of related topics</li> <li>• What makes a viewpoint convincing</li> <li>• Spiral review of unit's standards and skills</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">LHS Suggested Formative Reading Assessments</a></li> </ul>

	<p>/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).</p> <p>W.NW.11–12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.WP.11–12.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach;</p>	<p>with evidence from the texts.</p> <p>SWBAT review the unit's standards and skills in order to prepare for the benchmark assessment.</p> <p>SWBAT compose an original story based on elements from a fictional text.</p> <p>SWBAT compose a narrative story from a different character's POV that logically follows from the events described</p>	<p>to prepare for BM</p> <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Write an original story (a spin off story)</li> <li>• Write a story from a different character's POV</li> </ul>			
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		<p>sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p>					
November	1-2	<p>L.VL.11–12.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing</p>	<p>SWBAT to demonstrate their knowledge of a fictional text by taking a benchmark assessment.</p> <p>SWBAT reflect on their learning</p>	<ul style="list-style-type: none"> <li>• Reading benchmark MP 1</li> <li>• Writing benchmark MP 1</li> <li>• End of MP reflection</li> <li>• Creating SMART goals</li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">Narrative Rubric</a></li> <li>• <a href="#">End of MP Reflection</a></li> </ul>	<ul style="list-style-type: none"> <li>• LinkIt! Benchmark MP 1</li> <li>• End of MP Reflection</li> </ul>

	<p>flexibly from a range of strategies.</p> <p>L.VI.11–12.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>RL.CR.11–12.1 Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretatio</p>	<p>in reading and writing throughout marking period 1 by creating SMART goals.</p>				
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ns of the text; this may include determining where the text leaves matters uncertain.

RL.CI.11–12.2  
Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3  
Analyze the impact of the author’s choices as they develop ideas throughout the text

	<p>regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RL.TS.11–12.4 Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic</p>					
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	<p>impact.</p> <p>RL.PP.11–12.5 Evaluate perspectives /lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).</p> <p>W.NW.11–12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.RW.11–12.7 Write routinely over extended</p>					
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	<p>time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p>					
	<p>L.VL.11–12.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>L.VI.11–12.4 Demonstrate understanding of figurative language, word relationships, and</p>	<p>SWBAT transfer their understanding of the unit's standards by completing an end of marking period project.</p> <p>SWBAT review the unit's standards by participating in a teacher-led small group.</p>	<p>Enrichment &amp; Intervention Week (based on BM1 data):</p> <ul style="list-style-type: none"> <li>• Enrichment project</li> <li>• Intervention groups</li> </ul>			

	<p>nuances in word meanings, including connotative meanings.</p> <p>RL.CR.11–12.1 Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</p> <p>RL.CI.11–12.2 Determine two or more themes of a literary text and analyze</p>					
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	<p>how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.</p> <p>RL.IT.11–12.3 Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and</p>					
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	<p>developed).</p> <p>RL.TS.11–12.4 Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.</p> <p>RL.PP.11–12.5 Evaluate perspectives /lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different</p>					
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	<p>accounts of the same event or issue, use of different media or formats).</p> <p>W.NW.11–12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.RW.11–12.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p>					
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Content or Skill for this Unit	Spiral Focus from Previous Unit
<ul style="list-style-type: none"> <li>•               <ul style="list-style-type: none"> <li>▪ <b>Alternative Ending:</b> Students craft an alternative ending to the play, considering how different choices by the characters could have led to a different outcome.</li> <li>▪ <b>Prequel/Sequel:</b> Students write a prequel or sequel to <i>Macbeth</i>, imagining events that happen before the play begins or after it ends.</li> <li>▪ <b>Diary Entries:</b> Students create diary entries for a character, reflecting on key events from the play and how they affect the character's development.</li> <li>▪ <b>Creative Retellings:</b> Students rewrite a scene from the play in a different setting or era, maintaining the original themes and character motivations but adapting the narrative to a new context (e.g., a modern-day political thriller).</li> </ul> </li> </ul> <p><b>Content</b></p> <p>1. <b>Plot and Structure</b></p> <ul style="list-style-type: none"> <li>▪ Detailed analysis of the plot, focusing on the rise and fall of Macbeth.</li> <li>▪ Understanding the five-act structure of Shakespearean tragedy.</li> <li>▪ Exploration of key scenes and their significance (e.g., the witches' prophecies, Duncan's murder, Banquo's ghost).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>9th-11th Grade Content and Skills to Spiral</b> <ol style="list-style-type: none"> <li>1. <b>Close Reading and Textual Analysis</b> <ul style="list-style-type: none"> <li>▪ <b>9th Grade:</b> Introduction to close reading through simpler texts, focusing on identifying literary devices (e.g., imagery, simile, metaphor) and basic thematic analysis.</li> <li>▪ <b>10th Grade:</b> Developing deeper analytical skills with more complex texts, including understanding character motivations and thematic development.</li> <li>▪ <b>11th Grade:</b> Applying close reading to more advanced literature, such as American or British literature, with a focus on symbolism, irony, and complex themes.</li> </ul> </li> <li>2. <b>Literary Devices and Techniques</b> <ul style="list-style-type: none"> <li>▪ <b>9th Grade:</b> Basic identification of literary devices in poetry and prose.</li> <li>▪ <b>10th Grade:</b> Understanding the effects of literary devices on meaning and tone.</li> <li>▪ <b>11th Grade:</b> Analyzing how authors use literary devices to develop themes and characters.</li> </ul> </li> <li>3. <b>Theme Analysis</b> <ul style="list-style-type: none"> <li>▪ <b>9th Grade:</b> Identifying</li> </ul> </li> </ol> </li> </ul>

## 2. Themes

- Ambition and power.
- Fate vs. free will.
- Guilt and conscience.
- The corrupting influence of unchecked ambition.
- The natural vs. the supernatural.

## 3. Character Analysis

- Deep analysis of major characters (Macbeth, Lady Macbeth, the witches, Banquo, Duncan, Macduff).
- Character motivations and development over the course of the play.
- Tragic hero analysis of Macbeth.

## 4. Literary Devices and Language

- Examination of Shakespeare's use of language, including imagery, symbolism, and motifs (e.g., blood, darkness, the unnatural).
- Analysis of soliloquies and their role in revealing character psychology.
- Understanding of meter, rhyme, and rhythm, especially in the context of

and summarizing themes in literature.

- **10th Grade:** Analyzing how themes are developed across a text.
- **11th Grade:** Comparing and contrasting themes across different works of literature.

## 4. Character Analysis

- **9th Grade:** Basic understanding of character roles and motivations.
- **10th Grade:** Exploring character development and changes throughout a text.
- **11th Grade:** Analyzing complex characters and their relationships within a text.

## 5. Narrative Writing

- **9th Grade:** Writing simple narrative pieces, such as personal narratives or retellings of stories.
- **10th Grade:** Developing more complex narrative structures, including different points of view and incorporating dialogue.
- **11th Grade:** Experimenting with narrative techniques, such as unreliable narrators or non-linear plots.

## 6. Understanding Historical and Social Context

- **9th Grade:** Introducing the idea of historical context influencing literature.
- **10th Grade:** Analyzing how historical and social contexts shape characters, themes, and plots in

Shakespearean  
blank verse.

## 5. Historical and Social Context

- The Jacobean context, including beliefs about kingship, the divine right of kings, and witchcraft.
- Influence of the Gunpowder Plot on the play.
- The role of gender and power dynamics in the play.

## 6. Critical Perspectives

- Exploration of various critical interpretations (e.g., feminist, psychoanalytic, historical).
- Discussion of how different productions and adaptations have interpreted *Macbeth*.

## Skills

### 1. Critical Reading and Analysis

- Analyzing text for deeper meanings and connections to themes, characters, and motifs.
- Interpreting complex language and identifying literary devices.

### 2. Discussion and

literature.

- **11th Grade:** Connecting literature to broader historical and cultural movements.

## **Presentation**

- Participating in discussions about themes, characters, and interpretations of the play.
- Delivering presentations on specific aspects of the play (e.g., character analysis, thematic exploration).

## **3. Narrative/Creative Interpretation**

- Engaging in creative projects, such as modern adaptations of scenes, rewriting soliloquies, or staging a scene with a specific directorial vision.
- Exploring how different media (film, theater) interpret and adapt the play.
- Character Perspective Narratives: Students write first-person narratives from the perspective of a character, exploring their thoughts and feelings during key moments in the play (e.g., Macbeth after hearing the witches' prophecies, Lady Macbeth after Duncan's murder).

## Career Readiness, Life Literacies, and Key Skills

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CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team

members. They plan and facilitate effective team meetings.

## **Interdisciplinary Connections**

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How does this unit connect to standards in other disciplines? Add the appropriate NJ SLS here, keeping grade bands in mind. This is done by clicking "actions" and then "add standards".

TH.K-2.1.4.2.Cr	Creating
TH.K-2.1.4.2.Pr	Performing
TH.K-2.1.4.2.Cr2	Organizing and developing ideas.
TH.K-2.1.4.2.Pr4	Selecting, analyzing, and interpreting work.
TH.K-2.1.4.2.Pr6	Conveying meaning through art.
TH.K-2.1.4.2.Re8	Interpreting intent and meaning.
TH.K-2.1.4.2.Re9	Applying criteria to evaluate products.
TH.K-2.1.4.2.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.2.2	Relate current events to the physical and human characteristics of places and regions.
SOC.9-12.1.3.3	Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.
	How can the same work of art communicate different messages to different people?
	Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.
	How, when, and why do theatre artists' choices change?